

2004/2005 Queen Elizabeth's Grammar School Profile



Queen Elizabeth's Grammar School

Station Road

Alford, Lincolnshire, LN13 9HY

Telephone: 01507 462403

<http://www.qegs.co.uk>

Local Authority:	Lincolnshire
Age Range:	11-18
Number of pupils:	540
Head Teacher:	Miss A Francis
Chair of Governors:	Mr B Peach

What have been our successes this year?

Charity Week raised over £4,700 for the Tsunami Appeal and a group of senior students is going to Sri Lanka in Summer 2006 to do some re-building work over there.

At GCSE the % of pupils gaining the national benchmark of 5+ A*-C was 99%. Value-added through all key stages continues to be high and the progress made by our pupils from KS2-KS3 placed the school top in the county.

The school was re-awarded the Sportsmark with Distinction.

Individual successes included:

Rochelle Harrison qualifying for the National Schools' Athletics Championships in the 800m, after winning the County and Anglian Schools' Championships. She also qualified for the National Cross-Country Championships.

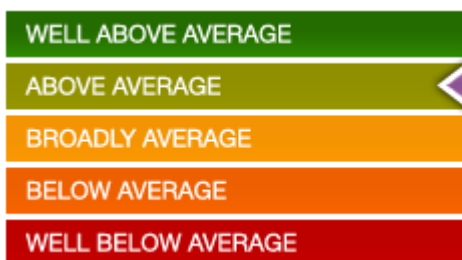
Marilyn Wilkinson was a prizewinner in the prestigious Times Educational Supplement's short story competition.

What are we trying to improve?

Our priorities for improvement are:

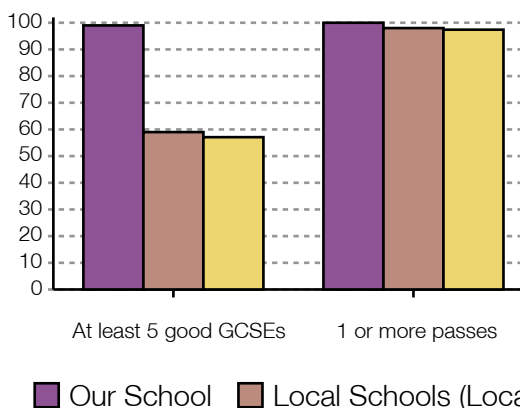
- * Further improving examination results with two main emphases: (a)attaining a higher % of top levels/grades at all key stages; (b) raising the % of pupils gaining A*-C in all 3 core areas (English, Mathematics and Science) at GCSE.
- * To develop our work on Assessment for Learning - using co-coaching for staff to share good practice and for students to clear about the assessment criteria and be able to assess their own and others' work.
- * To sustain an increase in the numbers entering the sixth form.
- * Within the sixth form, to promote and market careers advice more effectively.
- * To further increase the involvement of governors in the monitoring and evaluation of the school's performance.
- * To continue to look for opportunities to obtain the necessary capital funding to improve our facilities, particularly for indoor sport.

How much progress do pupils make between 11 and 16?



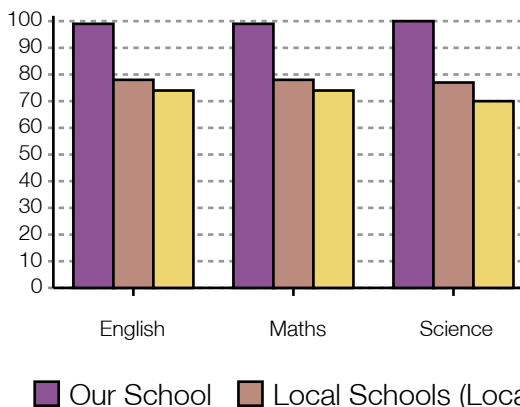
This score shows how well pupils progress between 11 and 16, taking account of their different starting points. Our score of 1028.7 means that on average, our pupils achieve 1 grade higher in 5 of their GCSE subjects compared to pupils with similar attainment at age 11.

How well do our pupils achieve in year 11?



This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2005 achieved 5 or more GCSEs at grades A*-C (or GNVQ equivalent), and one or more GCSEs at grades A*-G (or GNVQ equivalent).

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2005. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

How have our results changed over time?

KS3 % level 6+

English	73(2001)	80(2002)	81(2003)	81(2004)	88(2005)	
Maths	81(2001)	91(2002)	93(2003)	92(2004)	95(2005)	99(2006)
Science	75(2001)	85(2002)	86(2003)	86(2004)	94(2005)	96(2006)

% level 7+

English	17(2001)	33(2002)	37(2003)	16(2004)	41(2005)	
Maths	36(2001)	51(2002)	57(2003)	57(2004)	71(2005)	86(2006)
Science	31(2001)	44(2002)	30(2003)	47(2004)	46(2005)	61(2006)

KS4 GCSE

% 5+ A*-C	97.4(2001)	100(2002)	98.8(2003)	98.8(2004)	98.9(2005)
% A*/A grades	25.9(2001)	24.7(2002)	22.4(2003)	36.6(2004)	32.2(2005)
% A*/C grades	86.2(2001)	90.2(2002)	88.0(2003)	89.8(2004)	95.0(2005)

av pts/cand	58.2(2001)	65.7(2002)	67.4(2003)	70.6(2004)	68.1(2005)
av pts/entry	5.7(2001)	5.9(2002)	5.7(2003)	6.0(2004)	6.1(2005)

How are we making sure that every child gets teaching to meet their individual needs?

We offer a broad and well-balanced curriculum, which we believe matches the needs and capabilities of the pupils at the school. Detailed information about pupils' ability profiles is shared amongst staff so that lessons are planned to meet pupils' needs.

Much individual support is offered to pupils with special educational needs and those who are at the lower end of our ability range and/or underachieving, and those identified as 'gifted and talented'. Enhanced mentoring is given to these pupils.

For pupils in Y7-9 extra support is offered at the lunch-time English and Maths clubs and booster classes, at Easter, support pupils in their preparations for the KS3 SATs.

Gifted and talented pupils in Y6-9 have the opportunity to attend our annual summer school, and a number of senior students assist with this. There are a number of other extra-curricular activities which target our most able pupils. Latin GCSE (via video-conferencing) is offered to a small group of particularly able linguists in Y9.

A vocational ICT course is followed by all our Y10 and Y11 pupils, and vocational courses in Business, Health and Social Care, and ICT are offered in the sixth form.

How do we make sure our pupils are healthy, safe and well-supported?

The school canteen provides (and promotes) healthy eating. Fizzy drinks, crisps, biscuits and cakes are not sold, and there is a cold water machine in the canteen. We have no vending machines and pupils are encouraged to carry bottled water with them.

There is a wide range of Sports Teams and Clubs, and participation levels in PE are high. Tutorial lessons have specific units on lifestyle issues eg healthy eating, drugs, coping with stress, health and safety.

Mutual respect is a very important element of the school's ethos and the student-led Anti-Bullying Committee helps minimise bullying. Our pastoral system provides support for pupils, and assemblies are used as a platform to re-inforce expectations.

How are we working with parents and the community?

A weekly newsletter is sent out to parents every Tuesday (and on the school's website); this shares news of achievements, school events etc. We liaise closely with parents regarding their child's progress and, in addition to parents' evenings, are always willing to arrange meetings to discuss concerns. The Friends of the School Association is run by parents to raise funds and provide social events.

Our annual 'Charity Week' is a major event in the school's calendar and is organised by the Senior Prefect Team, working closely with form representatives. At Christmas each form makes up hampers for the elderly in Alford and representatives deliver these at the Alford Day Centre's Party and to Victoria House.

We also organise evening classes and have many curriculum links with local businesses.

What activities are available to pupils?

Sports clubs include: athletics, cricket, dance, football, golf, hockey, netball, rugby, swimming and tennis. Teams enter district leagues and competitions, and there are also house competitions.

Other clubs include: Art, DT, Chess, Choir, Duke of Edinburgh Award, Jaguar Maths Challenge, Languages, and Orchestra.

Pupils in Y10-Y13 are able to set up their own businesses through QEGS Enterprise and Y12 pupils follow the Young Enterprise programme.

Departments offer additional support in various ways and there are lunch-time English and Maths clubs, with senior pupils acting as tutors. A range of trips is also arranged, including the ski trip for Y8, French exchange and work placements, history trips to Normandy and Ypres/Somme and Geography Fieldwork.

What have pupils told us about the school, and what have we done as a result?

We seek the views of pupils informally and through questionnaires, focus groups, student council, the anti-bullying committee and weekly meetings with the headteacher and head of upper school of the senior prefect team and the house captains.

The vast majority of students are happy at school and feel well-supported. Some students have felt that learning objectives were not explained clearly enough so we have looked at this carefully in our planning of lessons, and pupils have fed back that this is much better now. The other area where some negative comments were received was regarding careers advice. To address this we have run Careers Forums and have given all Y11 and Y12 students individual interviews to ensure they are well-supported in their decisions about post-16 and post-18.

How do we make sure all pupils attend their lessons and behave well?

We have high expectations for pupil behaviour and attendance.

Attendance registers are taken by the form tutor twice daily, and then at the beginning of each lesson by subject teachers. We follow-up absences from school on the first day.

Our code of conduct is printed in student planners and shared with parents in various publications. We have clear (and staged) reward and sanctions systems, and have a strong focus on achievement (both in and out of school). We have a zero-tolerance policy for smoking, drugs and bullying, and pupils respond well to this.

What do our pupils do after year 11?

From last year's Y11 (our current Y12) of 91 pupils, 67 joined our sixth form, 18 went to Further Education Colleges or other local sixth forms, 2 moved out of the area and 3 went straight into employment.

What have we done in response to Ofsted?

The following action took place as a response to the key issues raised in the 2003 inspection:

All Y7-9 pupils have 1 hour a week for a discrete ICT lesson. ICT provision is constantly improving across the school and a new ICT suite has been built.

The assessment criteria have been clarified further for pupils and staff, and assessment data has been shared in greater detail to inform future planning. A lead teacher for Assessment for Learning has been appointed.

The Curriculum in Y7-11 has been reviewed for KS3 and KS4 and the timetable altered to 25 lessons of 1 hour each per week. This allows further time to develop higher level skills.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01507 462403

Our website <http://www.qegs.co.uk>

Information about our sixth form

Our results this year

The A Level pass rate for summer 2005 was 100%.

A more detailed breakdown of results follows. Each subject is followed by by THREE PERCENTAGES, representing %grade A, %grade A or B, %grade A, B or C.

Art 20, 60, 60
Biology 0, 33, 67
Business 80,100,100
Business (Double Award) 67, 96, 100
Chemistry 0, 50, 50
DT 33, 67, 100
English Lit 11, 33, 89
French 33, 33, 33
Gen St 13, 50, 100
Geography 86, 100, 100
Health & Social Care 0, 57, 100
History 13, 38, 75
ICT 18, 64, 91
Maths 50,63,88
PE 0, 0, 67
Physics 20, 60, 80
Psychology 14, 29, 64
Religious St 29, 71, 86
Sociology 47, 73, 93

The average points score per candidate was 365 with an average points per entry of 97 (with A=120 pts, B=100 pts, C=80 pts etc).

How have our results changed over time?

KS5 A2

%pass rate	97(2001)	97(2002)	97(2003)	99(2004)	100(2005)
%A2 grade A	23(2001)	18(2002)	24(2003)	21(2004)	36(2005)
%A2 grade A/B	46(2001)	44(2002)	54(2003)	50(2004)	64(2005)
%A2 grade A/C	69(2001)	74(2002)	78(2003)	77(2004)	87(2005)

av pts/cand	339(2003)	348(2004)	365(2005)
av pts/entry	88(2003)	88(2004)	97(2005)

What have been the successes of the sixth form this year?

Our pass rate at A level was 100%. All students gained three or more A levels, and 64% of all grades were at A+B. This placed us in the top 100 schools nationally and 2nd in the county.

A team of Y12 students won the Airport Project Challenge run by the Construction Industry Board for Lincolnshire Schools. Lizzie Crean and Melissa Wilson (then in Y12) produced and directed very successful performances of 'Aladdin'.

Kim Barker was the Eastern Area Winner of the Parliamentary Press Gallery's Writing Competition.

A strong senior prefect team with head boy - Josh Pilling and head girl - Lizzie Crean played a strong leadership role in the school.

What are we trying to improve in our sixth form?

Our priorities for improvement related to the sixth form are:

- * To sustain the improving trend in students attaining top grades (A+B) at A Level, and maintaining a 100% pass rate.
 - * Developing further the facilities for sixth formers, particularly with regard to the availability of computers for private study periods.
 - * Developing the tutorial support offered to students.
 - * Improving further the careers advice given to students, whether they be applying for university or going straight into employment.
 - * Improving attendance so that it is in-line with that of the main school ie about 96%.
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What do our students do after leaving the sixth form?

There were 47 students in last year's Y13. 41 of these proceeded to University, 1 took up a place on a Midwifery course and 6 went straight into employment.
